DOCUMENT RESUME

ED 348 514 CE 061 734

AUTHOR Moore, Gary E.; And Others
TITLE The Actual and Desired Role of Local Vocational Directors: A Comparison of Perceptions.
PUB DATE 24 Apr 92
NOTE 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 24, 1992).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrator Attitudes; Administrator Responsibility; *Administrator Role; Educational Administration; Educational Research; High Schools; Principals; *Role Perception; Role Theory; Self Evaluation (Individuals); State Surveys; Superintendents; Teacher Attitudes; *Vocational Directors; Vocational Education Teachers
IDENTIFIERS *North Carolina

ABSTRACT

The current and desired role of local vocational directors (LVDs) in North Carolina was assessed through a survey of superintendents, principals, vocational teachers, and LVDs. A literature review indicated differences in various groups' perceptions regarding the actual and ideal role of LVDs. The instrument required respondents to reply 2 times to each of 67 job function statements: extent to which the LVD was actually performing the task (current role) and extent to which the LVD should be performing the task (desired role). For each item, a four-point Likert-type scale was used. Respondents included 98 superintendents, 106 principals, 100 vocational teachers, and 128 LVDs; the overall response rate was 78 percent. The jobs were grouped into four major categories--instruction, program promotion, administration, and personnel--as a result of a principal-components analysis. Analysis of variance was used to determine statistically significant differences between respondent groups. Paired t-tests were used within each group to determine differences between current and desired levels of activity for each role. Findings indicated that LVDs were generally performing administrative tasks at the level at which they were expected to perform by teachers, superintendents, and principals. These groups would like to see LVDs substantially more involved in program promotion and instruction and moderately more involved in personnel. LVDs saw a need for more involvement in program promotion, instruction, and personnel. (32 references) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

THE ACTUAL AND DESIRED ROLE OF LOCAL VOCATIONAL DIRECTORS: A COMPARISON OF PERCEPTIONS [1]

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G Moore

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Gary E. Moore, Sylvia Crudup, William J. Vander Wall
Department of Occupational Education
North Carolina State University
Raleigh, North Carolina

The leadership of vocational education will determine both its quality and effectiveness. In a rapidly changing world this leadership must be dynamic and forward looking, able to adapt its thinking to the constantly changing situation which it faces.

The preceding statement made in The Report of the Panel of Consultants on Vocational Education in 1963 (p. 163) is as significant today as then. The educational world is rapidly changing, and so is vocational education. There are many challenges facing vocational education, and the leadership in the profession will, to a large extent, determine how vocational education will fare in the future.

The futurists, Cetron and Gayle (1990) believe vocational education is on the verge of a major renaissance. They predict that by the year 2000 "Vocational education, with emphasis on higher technical literacy, will be required for increasing numbers of students. Access to vocational education will be demanded by more parents and clients" (p. 36). The national movement to more fully integrate academic and vocational education as well as continued development of technical preparatory (tech prep) programs will accelerate the demand for vocational education. This demand coupled with labor market projects showing increased need for vocational education skills in the fastest growing occupations nationwide (Hudson Institute, 1987) provides further evidence that vocational education may indeed experience a renaissance.

However, if vocational education is to enjoy a full renaissance, it must undergo some fundamental changes (Ruff, 1983; Selvin, Oakes, Hare, Ramsey, and Schoeff, 1990). The local vocational director is on the front line to implement change in vocational education and to bring about the renaissance. As the need for vocational education continues to grow, the need for effective leadership becomes more apparent. Walker and Allen (1984) stated that vocational leaders will require many more and different skills in the future. Valentine (1979) called for a clear definition of the role and responsibilities of the local vocational director since the local director plays an important role in the delivery of vocational education, and since the implementation of that role can create conflicts.

Effective leadership of vocational programs will depend heavily on how well local directors establish satisfactorily working relationships with vocational teachers, superintendents and principals. It is possible, however, that there could be differences of opinion among various groups regarding the role of the local vocational director. Those differences in the perceived role could significantly influence the local director's working relationships and effectiveness.

Since effective managing and administering of vocational programs require an understanding of the responsibilities of local vocational directors by several groups -- superintendents, principals, vocational teachers, and vocational directors themselves -- efforts need to be made to determine the role of the local vocational director. Determining the degree of agreement and/or conflict regarding the role should constitute a major step toward more effective administration of vocational programs.

[1]Paper presented at the American Educational Research Association, April 24, 1992, San Francisco, California.

ED348547

CE061734

2 BEST COPY AVAILABLE

Statement of the Problem

The purpose of the study was to determine the current and desired role of local vocational directors in North Carolina as perceived by superintendents, principals, vocational teachers, and local vocational directors. The study was also designed to determine if differences existed among the perceptions of these four groups regarding the current and desired role of the local vocational director.

Objectives

In order to address the purpose of this study, the following objectives were identified:

1. To determine the current role of local vocational directors in North Carolina as perceived by superintendents, principals, vocational teachers, and local vocational directors.

2. To determine the desired role of local vocational directors in North Carolina as perceived by superintendents, principals, vocational teachers, and local vocational directors.

3. To determine if there are differences in perceptions of superintendents, principals, vocational teachers, and local vocational directors regarding the current and desired role of local vocational directors.

Theoretical Foundation

The underlying theory of this research is role theory. Simply stated, role theory says when an individual in a specific role is aware of the expectations for that role, he or she is more likely to perform in a manner consistent with the expectations for that role.

Authorities on role theory generally agree that roles are learned. Linton (1936) indicated that roles are the dynamic aspects of the positions, offices, and status within an institution which define the behavior of incumbents or actors. Banton (1965) suggested that every society can be viewed as a division of labor with particular members assigned tasks to perform on behalf of the group, so that "norms as to proper behavior in certain circumstances are established" (p. 10). Gross, Ward, and McEachern (1958) stated that "A person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group" (p. 13).

Biddle and Thomas (1966, p. 28) pointed out that "Roles are socially determined, in that groups have expectations for how role occupants ought to behave and will behave." Gross, Mason, and McEachern (1958) interpreted one's role in terms of appropriate behavior. They contended that "A person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group" (p. 13). Corwin (1966) perceived role as "a normative standard prescribing the way in which parties ought to conduct themselves as members of their positions" (p. 25).

Lonsdale (1964) commented specifically on roles in relation to organizations. According to Lonsdale, organizations are composed of people who occupy positions having hierarchial and horizontal relationships, and "the way people behave in those positions depends partly on how they think they are expected to behave and on how others actually expect them to behave" (pp. 49-50).

When roles are defined in terms of expectations, there are certain inherent obligations and responsibilities which can be termed "role expectations." According to Getzel (1958), "When the role incumbent puts these obligations and responsibilities into effect, he is said to be performing his role" (p. 153).

According to Barnard (1968), an organization's effectiveness and efficiency can be determined by an analysis of how closely the observed behavior approximates the expected behavior. Nolte (1966) added that when the role concept of the incumbent and those of others are congruent, there is less opportunity for role conflict.

The successful operation of any organization is dependent, in large part, on role clarification. Nolte (1966) concluded that the genius of administration rests in the proper definition and clarification of roles to the extent that the greatest effectiveness is extracted from each member of the organization. He added that "To initiate and be willing to change occasionally the formal pattern of interrelationships calls for a special kind of administrative competence, and is based upon a thorough analysis of both the job to be done and the persons who make up the administrative unit" (p. 259). Educational administrators are often judged by the general public according to how well they are able to respond to the pressures created by newer dimensions of responsibility (Flood, 1980).

Willingness to change is a leadership quality frequently ascribed to successful administrators. Nolte's and Flood's reference to this attribute leads logically to an examination of the roles performed by vocational administrators.

Prior Research on the Role of Local Vocational Directors

Previous studies have focused primarily on certification issues and the identification of competencies or characteristics of local vocational directors. Law (1966) made several recommendations concerning the certification of vocational administrators in New York. In Missouri, Sireno (1974) found that a vocational administrative certification was not a prerequisite for the local director and that the majority of directors surveyed had no prior administrative experience. Wolf (1985) conducted a survey of 49 Ohio joint vocational school superintendents to identify tasks that were important and the superintendents' feelings about the adequacy of their professional preparation to perform the tasks. A Tennessee survey conducted by Holt (1973) resulted in the development of four primary recommendations to qualify as a local director.

Other studies have been conducted to define the role of the local vocational director and determine the importance of tasks performed. A study conducted by Fegan (1971) attempted to analyze the duties and responsibilities of the local director of occupational education in North Carolina. Sixty functions considered valid duties of a local director were categorized under the following headings: (1) planning, (2) organizing, (3) directing and motivating, and (4) controlling.

In 1973, in an attempt to develop a model graduate program in occupational education administration, Illinois educators identified 159 competencies as essential to the vocational education administrator (Illinois State Board of Vocational Education and Rehabilitation). These essential functions were categorized as (1) planning and implementation, (2) staff recruitment, (3) personnel development and management, (4) program operation, (5) program management, (6) management of physical facilities, supplies, and equipment, and (7) public relations.

Valentine (1979) conducted research to determine perceptions regarding responsibilities that should be performed by local directors of vocational education in area vocational schools and community/junior colleges in Colorado. Valentine used a modified Delphi research method and identified 198 tasks for directors in vocational schools and 185 tasks for vocational directors in community colleges.

Baker and Selman (1985) examined the perceptions of 28 Alabama superintendents of education, and secondary level vocational administrators regarding administrative tasks performed and the perceived competency levels of the administrators to perform the tasks. Significant differences were found between the views of secondary vocational administrators and superintendents of education with regard to the importance of program improvement and professional development.

Three researchers have looked at both current and expected perceptions of the role of local vocational education administrators. Householder (1976) described and compared perceptions regarding the actual and expected role of the local supervisor of vocational agriculture as perceived by local and joint vocational school (JVS) teachers of vocational agriculture, local and joint vocational school administrators, local supervisors of vocational agriculture, and state supervisors and teacher educators in agricultural education in Ohio. Tasks were categorized in Householder's study as (1) curriculum and instruction, (2) pupil personnel, (3) personnel administration, (4) general administration, and (5) school-community relations. Householder found there was a general lack of consensus among the seven groups concerning the actual and expected role of the local supervisor of vocational agriculture. Regarding their perceptions of actual performance of each category of tasks, the JVS vocational agriculture teachers, JVS administrators, local supervisors, and state supervisors perceived a high level of performance as compared to the median level perceived by the entire group of study participants. The remaining respondents perceived a lower level of performance of each category of tasks. In relation to their perceptions of expected performance, the local school vocational agriculture teachers and administrators expected a level of performance below the median level expected by the entire group.

In Nevada, Matthews (1977) examined the actual and the ideal roles of the local director of vocational education. The sample of 347 was composed of ten role incumbents (local directors); 15 superordinates (superintendents); and 322 subordinates (vocational teachers). Matthews categorized job functions as (1) administration and supervision, (2) curriculum and instruction, (3) public relations (4) professional activities, and (5) research activities. Matthew's study found that more importance was given to administrative/supervision and professional activity functions, less to curriculum/instruction and public relations functions, and very little to research activities. Directors gave priority in the following order: administration and supervision; professional; curriculum and instruction; public relations; and research activities. While administration and supervision functions accounted for 50 percent of the 53 survey items, 70 percent of the top 20 functions perceived to be performed by directors fall within this category. It was also found that much inconsistency existed in understanding of what the vocational director actually did, with many teachers indicating they were unaware of who the local director was and what tasks were performed. Regarding the ideal role for local directors, it was found that highest priority was given to administration and supervision items. Next in importance was public relations activities, followed by curriculum and instruction, professional activities, and research.

Barrick's survey (1986) of Ohio school superintendents, state vocational supervisors, local vocational teachers, and local vocational directors revealed both current and expected perceptions of the local vocational director's role. Differences were found in role perceptions between current and expected roles and among the four groups. Where disagreement between groups occurred, the teacher group was nearly always one of the two disagreeing groups. There was little disagreement between superintendents and local supervisors, superintendents and state supervisors, or local supervisors and state supervisors. Although teachers did not indicate that supervisors should not perform certain roles, the differences in role perceptions could affect a supervisor's success.

Based on the literature, differences exist in the perceptions of various groups regarding the actual and ideal role of local vocational directors. With the exception of Fegan (1971), who only studied one group, researchers including Matthews (1977), Barrick (1986) and Householder (1976) found significant differences among groups based on position.

Methodology

Research Design

A descriptive research design was used for the study. Borg and Gall (1983) stated that descriptive surveys can be used to explore relationships between different variables within the target population.

Additionally, they stated that descriptive studies are primarily concerned with "finding out what is" (p. 354).

Population and Sample

The population for this study consisted of all superintendents, principals, vocational teachers, and local vocational directors employed in North Carolina public schools during the 1990-91 school year. According to the 1990-91 Directory of Vocational Education and State and Local Administrators and the 1991 North Carolina Department of Public Instruction List of School Units and Regional Centers there were 153 vocational directors and 134 superintendents employed in 134 North Carolina school districts. The total population of local vocational directors and superintendents was selected to be in the study.

A random sample of principals and vocational teachers was selected using a systematic sampling technique. One high school principal and one vocational teacher in each school district in the state was selected for the sample.The decision to use 134 high school principals was made in an effort to keep group sizes comparable and enhance statistical analysis. Additionally, this sample size was deemed appropriate for this type of research using the Hinkle and Oliver sampling formula (1985). The total sample for the study was 555 consisting of superintendents ($N = 134$), principals ($n = 134$), vocational teachers ($n = 134$), and vocational directors ($N = 153$).

Instrumentation

A list of 88 job functions for local directors was developed and submitted to a panel of experts for verification of content validity. The list of job functions was developed from three sources: (1) a search of the literature, (2) a list of responsibilities for vocational directors supplied by the North Carolina Division of Vocational Education, and (3) job responsibilities as outlined in several job descriptions for North Carolina local vocational directors. Officials in the North Carolina Department of Public Instruction along with selected graduate faculty members representing the Departments of Adult and Community College Education and Occupational Education at North Carolina State University served as the validation panel. Based upon input from the panel, the instrument was reduced to 67 job functions.

The final instrument had a dual-response format. Respondents were asked to reply twice to each statement in the following manner: (1) determine to what extent the local vocational director was actually performing the task (current role), and (2) indicate to what extent the local vocational should be performing each task (desired role). For each item a 4-point Likert-type scale was used to indicate the degree to which the local vocational director was perceived as currently performing each task (current role), and the degree to which the vocational director should perform each task (desired role). Values on the scale for the current role were: 4 = almost always; 3 = frequently; 2 = occasionally; and 1 = rarely. Values on the desired role scale to indicate the level of importance relating to desired involvement in tasks were: 4 = very important; 3 = important; 2 = little importance; and 1 = totally unimportant. A section for obtaining demographic data was also on the instrument. The instrument was pilot tested using groups in the state of Pennsylvania who were representative of those in the study sample.

The first mailing of the instrument followed two weeks later by an additional mailing produced an overall response of 78 percent. Responses were received from 98 of the 134 superintendents (73 percent). For the principal group, 106 of the 134 responded (79 percent). One hundred of the 134 vocational teachers responded (75 percent). Local vocational directors had the highest response rate. One hundred twenty-eight of a potential 153 in the group responded (84 percent). However, it should be noted that in three school districts the local vocational director position was vacant, one had recently died, and two vocational directors were hospitalized during the data collection period which resulted in an accessible population of 147 directors. This would have produced a response of 87% for this group.

To analyze the factors associated with this instrument, the 67 items were subjected to a principal-components analysis. Even though 12 items had eigen values above 1, the application of the Scree test indicated a clear "elbow" at four components. Therefore, four components were retained and rotated with a varimax solution. Inspection of the factor loadings indicated that each of the factors is interpretable. Items loading at .40 or more were included in each factor.

The 67 jobs performed by local vocational directors were grouped into four major categories--Instruction, Program Promotion, Administration and Personnel--as a result of the factor analysis. A mean score for each of the four categories was calculated by summing the scores on the items in that category and dividing by the number of items in the category. Analysis of variance was then used to determine if there were statistically significant differences between the four groups of respondents (superintendents, principals, teachers and directors) in the four job areas. This procedure was done for both the current level of activity and the desired level of activity. An alpha level of .05 was selected for the probability level a priori to the analysis.

After the ANOVA analysis for differences between the groups, paired t-tests were then used within each group to see if their were differences between the current and desired levels of activity for each of the four major roles. This was done as a post hoc procedure. Because the use of 16 t-tests (4 roles x 4 groups) greatly increases the chance of having one or more significant t-tests happen by chance, the Bonferoni Inequality (Cassela & Berger, 1990) was used to control for this source of error. In simple terms, this entails dividing the a priori alpha level (.05) by the number of tests (16) to be performed in each group to arrive at a new alpha level (.003).

Internal consistency of the instrument was determined by use of Cronbach's Alpha. This formula was used to assess the reliability of the 67 items on the scale for the current role and the desired role. A Cronbach Alpha coefficient of .97 was calculated for the current role scale and .95 for the desired role scale. After performing the factor analysis, Cronbach's alpha was used to determine the reliability of the four identified subscales. For each of the four categories of activities within the current role scale internal consistency calculations were: Instruction - .96, Program Promotion - .94, Administration - .84, and Personnel - .85. The internal consistency calculations for the desired role scale were: Instruction - .93, Program Promotion - .91, Administration - .78, and Personnel - .81.

Findings and Discussion

The Administrative Role of the Local Vocational Director

The job category "Administration" was rated the highest by all four groups for current level of activity. The vocational directors perceived their mean current level of activity to be 3.82 (on a 4 point scale). The three other groups had mean scores of 3.72 (superintendents), 3.65 (principals) and 3.58 (teachers). These differences were statistically different, $F(3, 278) = 5.68$, $p = .0009$. These data are presented in Table 1. Post hoc analysis using the LSD procedure revealed that the perceptions of superintendents and vocational directors regarding the current level of activity in the "Administration" role were greater than those for teachers and principals. Perhaps the difference can be attributed to the fact the superintendent and director work at the district level while the principal and teacher work at the school level. It is possible the teacher and principal see the vocational director perform administrative tasks as they relate to one particular school and don't see the involvement in district wide administrative tasks.

The current level of activity in the "Administration" role closely matched the desired level of activity. Three groups had identical mean scores of 3.75 (out of a possible 4) for desired level of activity. The group that was different were teachers who recorded a mean desired score of 3.79. These differences were not statistically different $F(3, 269) = .21$, $p = .887$. All four groups desired the same level of activity of vocational directors on administrative tasks.

In order to determine if there were differences within each group concerning their perceptions of the desired and current level of activity for the "Administration" role, paired t-tests were used. The only group with a statistically significant difference was the vocational teacher group, t (81) = 3.94, p. = .001. Vocational directors are generally performing administrative tasks at the level at which they are expected to perform.

The Instructional Role of the Local Vocational Director

Overall, the second highest rated category of tasks was "Instruction". There were statistically significant differences between groups on their current rating of tasks related to instruction. The mean scores for superintendents was 3.13, principals 2.83, vocational teachers 2.80 and directors 3.11. Post hoc analysis using the LSD procedure found superintendents and directors to be higher than the principals and teachers in their perceptions of the current level of activity regarding instruction related tasks F (3, 278) = 5.05, p = .002. Possibly the reason for the difference is because directors and superintendents look at district wide instructional activities such as instituting curriculum changes in specific vocational programs, securing instructional equipment for specific vocational programs and conducting in-service workshops for specific groups of teachers that are not readily apparent to an individual teacher or principal in an individual school. Teachers and principals are probably looking at instructional activities as it relates to their particular school.

Significant differences were found between various groups on the desired level of activity for tasks related to instruction, F(3,269) = 6.28, p = .0004. Post hoc analysis using the LSD technique found superintendents (M = 3.55) and principals (M = 3.46) desired to see vocational directors substantially more involved in "Instruction" related tasks than did vocational teachers (M = 3.34). The vocational directors had a mean score of 3.39. It should be noted even though there were statistically significant differences between groups, the primary difference was based on strength of agreement; it was not that one group perceived "Instruction" to be important and another group perceived it to be unimportant. All groups desired to see a substantial level of involvement of vocational directors in the role of "Instruction"

A more fitting way to examine the role of the vocational director in regards to tasks related to "Instruction" would be to compare the current and desired level of activity for each group of respondents. All four groups desired to see greater involvement than currently existed (See Table 1). Superintendents, principals and vocational teachers all desired to see an increase of about 1/2 point on a four point scale. The vocational directors desired a 1/4 point increase. All four of these differences were statistically different using paired t-tests.

The Program Promotion Role of the Local Vocational Director

The lowest rated group of jobs was "Program Promotion." However there were statistically significant differences between groups for current tasks related to "Program Promotion" F (3, 278) = 3.13, p. = .026.. The mean scores for superintendents was 3.00, principals 2.74, vocational teachers 2.71, and directors 2.94. The teachers differed from the directors and superintendents, and principals differed from superintendents. Vocational teachers did not perceive a great level of involvement from vocational directors on program promotion.

There was a statistically significant differences between the four groups on the desired level of activity for "Program Promotion" F (3, 269) = 4.06, p = .008. The mean scores for the four groups were superintendents 3.47, principals 3.35, teachers 3.36 and directors 3.21. Post hoc analysis found the difference to be between superintendents and vocational directors.

Not only were there differences between the four groups, there were statistically significant differences within each group on the current and desired level of activity. Superintendents, principals and teachersall wanted to see vocational directors substantially more involved in program promotion activities. The vocational directors saw a need for a moderate increase in the program promotion activities.

Table 1

Perceptions of Four Groups Regarding the Current and Desired Role of the Local Vocational Director

Role*	Position				
	Superintendents	Principals	Teachers	Directors	F-Values
Administration					
Current Level	3.72	3.65	3.58	3.82	5.68*
Desired Level	3.75	3.75	3.79	3.75	0.21
Difference	.03	.10	.21	.07	
t-value	.64	2.05	3.94**	1.75	
Instructional					
Current Level	3.13	2.83	2.80	3.11	5.05*
Desired Level	3.55	3.46	3.34	3.39	6.28*
Difference	.42	.63	.54	.28	
t-value	7.25**	7.25**	6.41**	5.32**	
Program Promotion					
Current Level	3.00	2.74	2.71	2.94	3.13*
Desired Level	3.47	3.35	3.36	3.21	4.06*
Difference	.47	.61	.65	.27	
t-value	7.72**	7.48**	7.02**	8.36**	
Personnel					
Current Level	3.03	3.01	3.04	3.06	0.60
Desired Level	3.23	3.29	3.36	3.36	0.74
Difference	.20	.28	.32	.30	
t-value	4.33**	4.76**	5.05**	5.87**	

*The scale for the current level of activity was 4 = almost always; 3 = frequently; 2 = occasionally; and 1 = rarely. The scale for the desired level of activity was 4 = very important; 3 = important; 2 = little importance; and 1 = totally unimportant.
*p=.05, **p=.0001

The Personnel Role of the Local Vocational Director

The job category where there was no statistically significant differences for current level of activity was "Personnel", F (3, 278) = 0.60, p = .615. The mean scores ranged from 3.01 to 3.06.

There were no statistically significant differences for the desired level of activity in the category "Personnel" F (3, 229) = 0.74, p = .530. The mean scores ranged from 3.23 to 3.36.

Even though there were no differences between the four groups, each group desired to see more activity in the "Personnel" role. All four groups desired to see an increase ranging from .20 to .32. The differences within each group on current and desired levels were statistically significant.

Specific Recommendations for Vocational Directors

The research shows there is some difference between the way various groups view the current and desired role of the local vocational director. It is the researchers opinion that some of the differences regarding the perceptions of the current role of vocational directors may be due to lack of communication. Simply put, local school principals and vocational teachers may not be aware of all that local vocational directors do. While it could be suggested that principals and teachers go find out what vocational directors do, a more viable alternative would be for the vocational director to make an effort to clearly communicate what he or she does to teachers and principals. This might be accomplished through a newsletter, e-mail or some other form of communication.

In all categories of tasks except for administration superintendents, principals and vocational teachers generally desired to see a substantial greater level of activity than is currently being demonstrated by vocational directors. Even vocational directors themselves desired to be more active in instruction, program promotion and personnel related tasks. While it could be suggested that vocational directors spend more time on those activities, the simple fact is there is only so much time in a day.

While it would be impractical to suggest that vocational directors just work harder on everything, there are some specific tasks on which the vocational directors might want to consider spending more time if they desired to become more aligned with the thinking of the teachers, principals and administrators. The researchers examined each of the 67 tasks and identified those tasks that had a mean desired score of 3.46 or higher and was at least .5 higher than the perceived current level of activity. The reason 3.46 was selected as the cutoff point was because that was the overall grand mean desired score for all groups across all roles. The researchers considered a difference of 1/2 point between desired and current level to be of consequence. In all cases a difference of this magnitude would be significant at the .001 probability level if a t-test was calculated. The items that met this criteria are presented in Table 2. Six tasks, of which four were related to program promotion emerged from the superintendents. Eleven tasks emerged from the principals; most were instruction related tasks. Both program promotion and instruction related tasks were targeted in the eight tasks identified by the teachers. One task was identified by all three groups; "Describe and promotes the image of vocational programs through civic organizations, radio, television, and other news media." Analysis of the vocational directors ratings revealed that none of the tasks met the criteria for selection. The vocational directors believed their current level of activity for each task was near the desired level of activity.

Summary

Vocational directors are generally performing administrative tasks at the level at which they are expected to perform by the teachers, superintendents and principals. These same three groups would like to see vocational directors substantially more involved in Program Promotion and Instruction and moderately more involved in Personnel. The vocational directors themselves see a need for more involvement in Program Promotion, Instruction and Personnel, but not to the extent of the other groups. By devoting more effort to tasks in these three areas, vocational directors would come closer to meeting the role expectations held for them by their colleagues. This could lead to advances in vocational education.

Table 2

Specific Tasks Performed by Vocational Directors Where the Desired Level of Activity is Above the Grand Mean and Exceeds the Current Level of Activity by .5

Group and Task	Current Level	Desired Level	Difference
Superintendents			
Conducts individual conferences with vocational teachers for the purpose of improving instruction.	2.77	3.46	.69
Informs vocational teachers of new research in effective teaching methodology.	2.89	3.56	.67
Describe and promotes the image of vocational programs through civic organizations, radio, television, and other news media.	3.08	3.63	.55
Speaks to community organizations and parent groups about vocational programs.	2.87	3.52	.65
Prepares articles about vocational programs for local newspapers.	2.83	3.46	.63
Visits businesses and industries to determine employment needs and establish cooperative relationships.	3.04	3.57	.53
Principals			
Writes proposals for grants and program improvements.	3.11	3.65	.54
Inspects equipment and facilities in vocational programs to ensure safe and efficient conditions.	2.98	3.58	.60
Conducts surveys to determine long range needs for programming, equipment, and facilities in vocational education.	3.07	3.71	.64
Meets with teachers and administrators in planning and implementing new curricula and developing new instructional media.	3.21	3.78	.57
Assists teachers and administrators in establishing, reviewing and revising goals, policies, aims and objectives of vocational education.	3.20	3.74	.54
Assists vocational teachers in developing courses of study.	2.76	3.46	.70
Maintains awareness of research in vocational education.	3.01	3.60	.59

Table 2 continues:

Group and Task	Current Level	Desired Level	Difference
Principals continued:			
Provides in-service orientation for new vocational teachers.	2.85	3.49	.64
Recommends and secures appropriate providers of in-service education for vocational teachers.	2.86	3.46	.60
Describes and promotes the image of vocational programs through civic organizations, radio, television, and other news media.	2.84	3.55	.71
Maintains contact with teacher education institutions which have vocational teacher education programs.	2.98	3.48	.50
Vocational Teachers			
Writes proposals for grants and program improvements.	3.00	3.61	.61
Inspects equipment and facilities in vocational programs to ensure safe and efficient conditions.	2.78	3.47	.69
Conducts surveys to determine long range needs for programming, equipment, and facilities in vocational education.	3.02	3.69	.67
Meets with teachers and administrators in planning and implementing new curricula and developing new instructional media.	2.98	3.69	.71
Assists teachers and administrators in establishing, reviewing and revising goals, policies, aims and objectives of vocational education.	3.07	3.66	.59
Evaluates the effectiveness of vocational guidance programs.	2.78	3.49	.71
Describes and promotes the image of vocational programs through civic organizations, radio, television, and other news media.	2.78	3.53	.75
Meets and consults with advisory groups and governmental agencies, and serves on various external committees for the support of vocational education.	3.00	3.53	.53

References

Baker, R. A., & Selman, J. W. (1985). An assessment of competencies needed by vocational education administrators in Alabama with implications for professional development programs. Auburn, Alabama: Auburn University Center for Vocational and Adult Education.

Banton, M. (1965). Roles. New York: Basic Books.

Barnard, C. I. (1968). The functions of the executive. Cambridge: Harvard University Press.

Barrick, R. K. (1986). Perceptions of the role of local vocational education supervisors. Journal of Vocational Education Research, 11, 3, 17-36.

Biddle, B. J., & Thomas, E. J. (Eds.). (1966). Role theory: Concepts and research. New York: John Wiley & Sons, Inc.

Borg, W. G., & Gall, M. D. (1983). Educational research. New York: Longman.

Cassela, G. & Berger, R. L. (1990). Statistical Inference. CA: Wadsworth.

Cetron, M., & Gayle, M. E. (1990). Educational Renaissance: Our Schools into the Twenty-first Century. Bethesda, Maryland: St. Martin's Press.

Corwin, R. G. (1966). Staff conflicts in public schools. Department of Sociology and Anthropology, The Ohio State University Cooperative Research Project No. 2637 (5-1125-2-12-1).

Fegan, H. J. (1971). A study of the functions of the local directors of occupational education in North Carolina. Unpublished doctoral dissertation, North Carolina State University, Raleigh, North Carolina.

Fisher, D. (1981). Communication in organizations. New York: West Publishing Company.

Flood, D. E. (1980). A study of the tasks and responsibilities of secondary principals in North Carolina public schools. Unpublished doctoral dissertation, Duke University, Durham, North Carolina.

Getzel, J. W. (1958). Administration as a social process. In Andrew W. Halpin (Ed.), Administrative theory in education. Chicago: University of Chicago Press.

Gross, N., Mason, W. S., & McEachern, A. W. (1958). Explorations in role analysis: Studies of the school superintendency role. New York: John Wiley.

Gross, N., McEachern, A. W., & Mason, W. S. (1966). Role conflict and its resolution. In B. J. Biddle and E. J. Thomas (Eds.). Role theory: Concepts and research. New York: John Wiley & Sons, Inc.

Hinkle, D. E., Oliver, J. D. & Hinkle, C. A. (1985). How large should the sample be? Part II - The one-sample case for survey research. Educational and Psychological Measurement, 45, 271-280.

Holt, R. A. (1973). The role of the director of vocational education at the public school district level in the state of Tennessee. Unpublished doctoral dissertation, University of Tennessee.

Householder, D. (1976). Perceptions of the role of the local supervisor of vocational agriculture. Ph.D. dissertation, Ohio State University.

Hudson Institute. (1987). Workforce 2000: Work and workers for the 21st century. New York: Author.

Illinois State Board of Vocational Education and Rehabilitation. (1973). The implementation of a model competency based graduate program in occupational administration: A pilot program. Springfield: Author. (ERIC Document Reproduction Service No. ED 089096).

Law, G. F. (1966). Administrative positions and functions in occupational education: A study of the duties and responsibilities of public school administrators as they affect the initiation, development and conduct of federally-aided programs in occupational education in New York State. Unpublished doctoral dissertation, New York University.

Linton, R. (1936). The study of man. New York: Appleton-Century-Crofts.

Lonsdale, R. C. (1964). Maintaining the organization of dynamic equilibrium. In D. E. Griffiths (Ed.), Behavioral science and educational administration sixty-third yearbook of national society for the study of education (Part II). Chicago: University of Chicago Press, 1964.

Matthews, W. (1977). The role of the local vocational education director in the state of Nevada. Unpublished doctoral dissertation, University of Nevada, Las Vegas.

Mueller, R. K. (1978). Career conflict. Lexington, Massachusetts: D. C. Heath and Company.

Nolte, M. C. (Ed.). (1966). An introduction to school administration. New York: Macmillan.

Ruff, R. D. (1983). A discussion platform for the futuring of vocational education. Washington, D. C.: National Advisory Council on Vocational Education.

Selvin, M., Oakes, J., Hare, S., Ramsey, K., & Schoeff, D. (1990). Who gets what and why: Curriculum decision making at three comprehensive high schools. Berkeley: University of California National Center for Research in Vocational Education.

Sireno, P. J. (1974). The role of the local vocational education in the area vocational schools in Missouri. Unpublished doctoral dissertation, University of Missouri -- Columbia.

Valentine, I. E., and others. (1979). Role clarification and determination of the responsibilities for administrative tasks performed by local vocational administrators in Colorado. Colorado State University.

Walker, T. J. and Allen, E. K. (1984). The development of a certification program for directors of vocational education. Indiana University of Pennsylvania, Indiana.

Wolf, B. P. (1985). Preparing vocational school superintendents. Little Rock, Arkansas: Paper presented at the National Conference on Achieving Professional Excellence.